

“Once Upon a Time”
A Learning Community Combining Freshman Composition (English 100LC) and
Children’s Literature (English 222LC)

FALL 2008
1st Nine Week Session



Class meets on
Tuesdays and Thursdays

8:00 am. - 10:45 a.m.

LA - 22

and
Eight hours per week online

Instructors:

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Turnitin.com class I.D.: 2070273

Turnitin.com password: Story

Online Orientation: first day of class

COURSE DESCRIPTION

Welcome to “Once Upon A Time,” a Learning Community combining English 222, Children’s Literature, with English 100, Freshman Composition. This course focuses on reading for children. The discussions, lectures, films, and compositions are aimed at increasing your knowledge of children’s literature while improving your writing skills. Our Learning Community will also introduce you to the California State Teaching Standards. The course is targeted for those of you considering a teaching career, but it is open to everyone who meets the course prerequisites. We will meet in class every Tuesday/Thursday, 8:00 to 10:45 a.m. and we will work online with you, eight hours per week, at your convenience.

REQUIRED TEXTS

- 1) *Easy Writer* (Lunsford)
- 2) *Crosscurrents of Children's Literature* (Stahl)
(Please bring both Lunsford and Stahl texts to every class meeting)
- 3) *Tuck Everlasting* (Natalie Babbitt)
- 4) *Ella Enchanted* (Gail Carson Levine)
- 5) *Holes* (Louis Sachar)

OTHER EXPENSES

Often four copies of your essay drafts are required for group work. Set aside money for copies. You also will need money to copy source materials for your research paper.

ATTENDANCE AND CLASS POLICIES:

- Keep up with online assignments. You are required to complete eight hours of online work per week.
- You must be in class between 8:00 a.m. and 10:45 a.m. every Tuesday/Thursday
- Discussions, lectures, films, and writing activities are all interrelated.
- Come on time and stay until the class is over. Do not leave class prior to 11:00 a.m. Please do not schedule any other appointments (for example; doctors, counselors, jobs) during class time.
- Check your email every Tuesday and Thursday morning before class.
- Check your email often.

You are subject to being dropped if you are absent for more than seven hours of class during the semester ([Cerritos College Student Handbook](#)). However, do not assume that you have been dropped. Make an appointment to discuss excessive absences.

BUDDY SYSTEM AND GROUP WORK

- You must have at least one class buddy. Exchange phone numbers, schedules, and email addresses. Two buddies are better than one. If your buddy drops the class, get another one promptly. When you come to class, the first thing you should do is check to see that your buddy or buddies are present. If not, collect all handouts and take notes for them. If you are not going to be in class, contact your buddy or buddies prior to your absence, if you can. Stay in contact with each other. Email is an excellent resource for you. Additionally, we recommend that you email your essay to your group members for review before submitting them to your instructors.
- You will also work with a group on a project this semester.
- You will have the opportunity to work with your buddy or buddies (in groups of 2 or 3 only) on your weekly online assignments. To do this, you need to print out the online assignment that will be emailed to you each Tuesday and bring it to class that Thursday. You will still need to send your online work to us individually.

EMAIL:

- You must have an email account. Send an email to us after class on the first day. stileswhitson@yahoo.com
- Always put your name and the assignment in the subject line.
For example,
Myra Lopez online #1
- Email each assignment separately.

TURNITIN.COM:

- You are required to submit your papers to turnitin.com. We'll discuss this during the first week of class. (Exception: the first paper on your early reading experience does not have to be submitted to this site.)
- Please note: No essay will be "officially" graded or entered in the grade book until: 1) you have submitted it to turnitin.com and 2) you have printed out the submission receipt from turnitin.com and either attached it to the essay or handed in the receipt separately.
- If your originality report indicates that you have included borrowed material, you must cite your source(s) both in the body of your essay and on the works cited page. Failure to do so will result in a grade of 0 for that essay.

Buddy's Name	Telephone Number	Email Address

FILMS

You are required to see the films shown in class and take notes on them.

STUDENT CONCERNS

- **What do I do if I get behind?**

Make an appointment with us to discuss catching up.

- **Will the reading be difficult?**

No, you will be reading texts that are often assigned both in lower grades as well as in college English course.

- **What if I don't know how to write about literature?**

Do not worry. We will go step-by-step through the process. If you follow the assignments schedule and stay up on your work, all will be well.

- **Will there be a lot of homework?**

Yes, expect the usual amount of homework for college level courses. It would be easy to misjudge the amount of time necessary to be a successful student in this course. Each week you will be spending 6 hours in class plus additional hours online. Do not let your own schedule defeat you. We will discuss this in class.

- **What if I need technical help?**

Go the Academic Support Center (ASC); the excellent staff there will assist you.

- **How can I get additional support?**

- *The New Writing Resource Center is staffed by English professors waiting to assist you. Call the ACS (extension 2404) for NWRC hours.*

- *The Online Writing Lab (OWL) is available to assist you, but you must submit papers well in advance of their due date. This resource may be accessed through the Cerritos College home page.*

- *The MLA (Modern Language Association) web page is a good online resource.*

WRITING FOLDER AND ESSAY COPIES

Because developing your writing skills is a significant purpose for this course, you will write often. All drafts and essays are required and will be responded to in some manner, but not all of them are graded. You must keep a folder that contains all of your writing, graded and ungraded. You will be submitting it for checks, notably at mid-term and at semester's end.

Make a copy of each essay prior to handing it in and keep this copy. This is vital in the event that a paper is misplaced. Hand in papers to us in the classroom. Do not leave them in mailboxes and do not email them.

PAPERS

Papers turned in to class must be typed according to MLA standards. Important: papers which do not adhere to MLA format will be returned to you for revision. See the text and the instructors for a complete understanding of the required, correct format. Also see "Instructions for Writing Papers about Literature" for additional instructions. Do not submit papers as email attachments.

LATE PAPERS

Late papers are bad. You get behind; you feel frustrated; you do not get the feedback you need to make progress. Your professors do not like late papers! However, life happens and imperfections occur. Therefore, here is the generous lat paper policy.

- A paper will be considered on time if it is delivered to class on the due date. Never miss a class session to complete a paper.
- Attached to this syllabus is one late paper coupon. Once this semester, you can turn in a paper one week after the due date without penalty. **Save it for a true emergency!**
- If you have already used your late paper coupon, the highest grade you can receive on a late paper is a “C.”

CHECK THE CALENDAR FOR THE LAST DAY TO SUBMIT LATE PAPERS.

ONLINE WORK:

You have seven units of online assignments. These are required; submit via email or email attachments. Online assignments will refer to class lecture, discussion, films, texts, and internet resources. Online assignments will be emailed to you. Submit each online assignment separately with your name and the online assignment number in the subject box. All online work is due by week 8 (see syllabus for details).

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to do the following:

- A. Demonstrate knowledge of the types of children’s literature
- B. Discuss elements of the various genres, such as fantasy and non-fiction
- C. Identify characteristics of fiction, such as character, setting and theme
- D. Discuss developments in children’s literature, such as modern fantasy
- E. Compose college-level papers (see Explanation of Letter Grades), including a research paper, according to MLA standards
- F. Discuss the California State Teaching Standards

GRADES

All the work for these two courses is combined. All of it is required. Generally, students receive the same grade for both courses. However, in some instances, students may pass English 222 and earn a D in English 100. This occurs when students fail to complete a research paper with a grade of “C” or better. Remember, the research paper is a required element of English 100.

EXPLANATION OF LETTER GRADES

A Paper:

- Has a clear thesis.
- An arrangement of ideas is logical and orderly.
- Major points are developed with precise and specific detail.
- Has definite introduction, body, and conclusion.
- Is well connected with transitional words and ideas.
- Phrasing is smooth.
- Sentences are varied in length and construction.
- Does not have comma splices or run-ons.
- No accidental fragments; fragments which serve stylistic purpose are okay.
- Is mostly free of punctuation errors.
- Is actually interesting! Uses humor, irony, or other stylistic devices when appropriate. A sense of the writer is present.

B Paper:

- Thesis is easy to find.
- Organization is clear.
- Support is good.
- Has a definite introduction, body, and conclusion.
- Transitional words and ideas are evident, but may be too obvious.
- Phrasing is generally smooth.
- Very few comma splices or run-ons.
- Not marked by accidental fragment.
- May have minor punctuation errors.
- Makes some good points! Shows evidence of thinking.

C Paper:

- Thesis may be obviously stated or may be too hidden.
- Paper lacks some organization.
- Some paragraphs and ideas are not adequately developed.
- Has definite introduction, body and conclusion.
- Lacking in sufficient transitional words and ideas.
- Sentences lack variety in length and construction.
- Has a few comma splices or run-ons.
- May have a few accidental fragments.
- May have errors in punctuation.

- Isn't altogether boring!

D Paper:

- Thesis is unclear.
- Ideas are randomly scattered throughout essay.
- Supporting details is missing or too slim.
- Lack of organization.
- Transitions not clear.
- Awkward phrasing.
- Monotonous sentences.
- Errors in word choice.
- Punctuation errors all over the place.
- Hard to read!

As you can see, the technical details are important. But so is content. Strive for your own personal voice.

Often students think a teacher grades a paper simply on subjective bias. But pay attention to the essay grading guidelines for standards that you can strive for, objective standards that will improve both your writing and your grade.

Your essays will be graded considering all the elements listed. Just keep improving!

Please note: essays are graded holistically; only some (but not all) errors, weaknesses, etc. may be marked. An evaluation sheet may be attached to your essay to indicate some of these problem areas. Consult your handbook and/or see us for help with correcting these problems.

Instructions for Writing Papers about Literature

We will discuss topics and organization for each essay that you write. But there are several elements that are the same for each paper. Keep these fundamentals in mind as you write. Refer to this page to check your final draft.

Titles

- Create your own title; do not use the title of the work (holes) or the type of essay (Fantasy Essay).
- Do not underline your title.
- Do not put your title in quotation marks.
- All words in the title are capitalized with the exception of articles (a, an, the) and prepositions (e.g., in, on, from) unless these words begin the title.
- Your title should reflect the content of your essay.

Details about the Literary Work

- Mention the title of the book, film, play, story, poem, or essay in your opening paragraph.
- Titles of books, plays, or films: underline or type in italics.
- Titles of short stories, essays, poetry, and articles: use quotation marks.

Details about the Author

- Mention the full name of the author in the first paragraph.
- After this first mention (known as “first reference”), refer to the author by last name only.
- Do not use titles such as Mr., Ms., Dr., and so forth, even in the first reference.

Tenses

- Discuss literature in the present tense. This use of the present tense may be hard for you initially. But it is a requirement of the discipline. For example:
Rowling describes Hogwarts with magical as well as realistic details.
Harry’s parents are dead.
- Speak of both authors and characters in the present tense.

Examples and Quotations

- For an essay of 500-1,500 words, use six or more examples from the work to support your ideas. Vary between paraphrases and quotations.
- In discussing literature, refer to the appropriate page number parenthetically, whether you are quoting the text or paraphrasing it. For example:

Harry’s aunt and uncle send him a fifty pence piece for Christmas (200).
Rowling describes the first time Harry flies on his broomstick as a “rush of fierce joy... wonderful” (148).

Quick Tips

- Avoid “you”
- No contractions in formal papers (for example, use “do not” instead of “don’t”)
- No slang or informal language (such as “kids”)
- Avoid “I think,” “I feel,” and “in my opinion.” These phrases weaken your paper.
- It is acceptable to use “I” (for example, “I noticed,” or “I enjoyed”) unless otherwise instructed.
- Avoid “thing” –substitute a specific word. For example, instead of “I received many nice things for my birthday,” you can say, “I received many nice gifts for my birthday.”

CHILDCARE CENTER READING PROJECT

Take this paper with you to your assigned time in the Cerritos College Child Development Center. Your task is to present a story from our approved list to a group of children. Afterward, please ask a teacher at the Center to sign this sheet, signifying completion.

Add your comments below:

Title of Story you presented _____

Did you use any props? _____

Response of Children _____

Comment on your experience _____

Your name(s) _____

Childcare Center Teacher's Signature _____

RESEARCH PAPER

- Your research paper assignment is to read a children's or young adult's novel that has been made into a film. How has the story been changed, updated, or simplified for the screen? We will discuss organization and correct format in class. Check the syllabus for due dates for the rough draft and final draft.
- Final draft must be five pages minimum (plus a Work Cited page), typed, MLA format for a grade of C. for a higher grade, develop and support your ideas and write a longer paper! You must use a minimum of eight critical sources in addition to the film and novel you discuss.
- Form the following list, select a children's or young adult's novel. Then do the following:
 - 1) Read the novel.
 - 2) Watch the film adaptation of the novel.
 - 3) Note:
 - Similarities and differences
 - What themes remain the same?
 - How has the story been changed, updated, or simplified for the screen?
 - 4) Your views are important, but do outside research and include critics' and reviewers' opinions about the novel and the film. **YOU MUST USE A MINIMUM OF EIGHT (8) OUTSIDE CRITICAL SOURCES IN ADDITION TO THE FILM AND NOVEL YOU DISCUSSING.**
 - 5) In your discussion of the novel and film, you will also need to incorporate one or more of the issues discussed in your text. Select from the following:
 - A. Boys' Books and Girls' Books: Gender Issues (part 5, p. 507)
 - B. Satires and Spin-Offs: Reworking Classic Children's Literature (part 7, p. 767)
 - C. Values and Censorship (part 8, p. 853)
 - D. Subjugation of the Child or Subversion of Adult Authority? (part 2, p. 127)
 - 6) Your works cited page should include:
 - the novel
 - the film adaptation
 - at least eight (8) outside critical sources
 - your textbook

Enchanted

Hercules
Beauty and the Beast
Chronicles of Narnia
any Harry Potter novel
Charlotte's Web

The Little Mermaid
The Little Princess
The Secret Garden
Little Women
Stuart Little

The Adventures of Tom Sawyer
Winnie the Pooh
Eragon
Treasure Island
Pippi Longstocking

The Wind in the Willows
The Wonderful Wizard of Oz
Bridge to Terabithia
Anne of Green Gables
The Adventures of Pinnocchio

A Partial List of Children's Authors

Reverend W. Audrey
Judy Blume
Bill Cosby
Harper Lee
Lemony Snickett
Dave Pilkey
Frank Baum
E.W. White
Margaret Wise Brown
Lewis Carroll (Charles Dodgson)
Hans Christian Anderson
Sandra Cisneros
Louis Sachar
Walt Disney
Steven Spielberg
Frances Hodgson Burnett
Louisa May Alcott
Anne Frank
Helen Keller
Mark Twain (Samuel Clemens)
Eric Carle
Dr. Seuss
Jim Hensen
J.K. Rowling
R.L. Stein
Mary Pope Osborne
Gary Soto
Madeleine L'Engle
Washington Irving
Edward Stratemeyer (Publisher)
Ludwig Bemelmén
Beatrix Potter
A.A. Milne
Robert Lewis Stevenson
Rudyard Kipling
Tasha Tuder
Kate Greenaway
Anne Shirley
Louise Fitzhugh
Edward Lear
Yoshiko Uchida
Laura Ingels Wilder
Wilhelm and Jacob Grimm
Langston Hughes
Van Allsburg
Marjorie Kinnan Rawlings
Scott O'Dell
Jeanne Watasuki Houston
Raold Dahl
Jon Scieszka
Beverly Cleary
Lois Lowry
Ursula K. Leguin
Natalie Babbitt
Shel Silverstein
C.S. Lewis
Maurice Sendak

ASSIGNMENTS AND POINTS

I. PAPERS

Description	Points Possible
Early Reading	100
Fantasy (<u>Ella Enchanted</u> by Gail Levine)	100
Realistic fiction (<u>Holes</u> by Louis Sachar)	100
Research paper	300
Final (<u>Tuck Everlasting</u> by Natalie Babbitt)	200

II. ONLINE ASSIGNMENTS:

Seven units, 25 points each 175

III. Group Child Development Center Project 25

Total Points Possible 1000

You must complete all assigned work for a passing grade.

**Note: there may be opportunities for extra credit; however, you may only earn extra credit if all of the above required assignments are completed. No more than 30 points of extra credit are offered.

CALENDAR

(Subject to changes: You will be notified of changes by in class and by email. Check your email daily. Always check your email before class.)

WEEK ONE

Tuesday, August 12

- Orientation and introduction to the course
- Homework: Read part 6, “Words and Pictures,” CCL
- Send an email to your instructors at stileswhitson@yahoo.com
Include your first and last name in the subject line.
- Fill out note cards
- Compose an essay of 2 or more pages, due Thursday, August 14th in class: Your essay should be MLA format (see *EASyWriter* Text). Your topic is to discuss your earliest experiences with reading. Who read to you? Were you read to often? What books do you remember? Any favorites? How did you learn to read? Was reading pleasurable for you as a child—or painful? Try to focus on one or more favorite books. Why did you like them? You might conclude your paper by discussing your reading habits today. Of course, you don’t have to answer all of these questions. They are listed here to prompt you.
- Buy the textbook and handbook! You will need them next week.
- Print out online 1 to use next meeting (submit online assignments 1-7 separately; that is, each assignment should be sent in a separate email).

Thursday, August 14

- Note cards due
- Paper Due
- Lecture: Fantasy Fiction (origins and types)
- Scavenger hunt in class; get a buddy!
- Homework: Read part 4, p. 411 “Realism and Fantasy” in CCL
- Introduction to turnitin.com. Please register by the end of next week
- Introduction to California State Teaching Standards
- Wear your tiara next week!

WEEK TWO

(Tiara Week! Birthday Week!)

Tuesday, August 19

- Lecture and discussion: Fantasy Fiction/Cinderella fairy tales
- Group project introduced (Child Development Center Reading Project)
- OL # 2 will be sent to you
- Tiara Day!
- Read Ella Enchanted



Thursday, August 21

- Review part 6, “Fantasy and Realism”
- Tiara Day!

WEEK THREE

Tuesday, August 26

- See Ella Enchanted
- Introduction to realistic fiction/ historical fiction

Thursday, August 28

- Read Holes
- Continue to study/ discuss realistic/ historical fiction

WEEK FOUR

Tuesday, Sept. 2

- Fantasy paper on Ella Enchanted due
- See Holes

Thursday, Sept. 4

- Paper on realistic fiction (Holes) assigned
- Introduction to research paper (Note: you must choose your topic and see the film before our library orientation next week)

WEEK FIVE

Tuesday, Sept. 9

Come to class with your notes for the research paper, notes on the film and questions you want to answer through research.
Midterm grade checks.

Thursday, Sept. 11

- Library orientation. Meet in the library at 8:30am
- Realistic fiction paper due (Holes)

WEEK SIX

Tuesday, Sept. 16

- Research paper instruction.
- Bring all notes, handouts, printouts and texts until your research paper is completed.
- Your group will be assigned an appointment time for the Cerritos College Child Development Center Reading project
- Work in class on introduction and film summary.
- Work on paraphrase, summary, and quotation

Tuesday, Sept. 18

- Research paper instruction continues
- Discussion parenthetical citations and Works Cited page

WEEK SEVEN

Tuesday, Sept. 23

- Bring 4 copies of your completed research paper for group discussion.
- Groups discuss Child Development Center presentation

Thursday, Sept. 25

- Go to the Child Development Center at your appointed time for your group presentation.
- Research paper due at 8:00 am

WEEK EIGHT

Tuesday, Sept. 30

- Introduction to Tuck Everlasting
- Due! Child Development Center Reading Project forms

Thursday, Oct. 2

- See and discuss Tuck Everlasting
- Discuss final
(Final is on Tuck Everlasting)
- Last day to submit late papers. No late paper accepted after this day!

Sunday, Oct. 5

- Last day to submit online assignments, due no later than midnight. Late online work will receive a maximum of half credit and will not be accepted after midnight on Monday, Oct. 6th.

WEEK NINE

Tuesday, Oct. 7

- Tuck Everlasting paper (Final) due at 8:00 am
(Note: instructors are required to keep final papers for one year.)

Thursday, Oct. 9

- Grades will be posted on my Cerritos on Thursday afternoon
- No phone or email grade checks

Note: We are offering English 103LC combined with English 235LC beginning next week. The class is called “The Play’s The Thing!” We’ll discuss, view, and write about great dramas. Class begins at 8:00am on Tuesday, Oct. 14TH in room LA-22. Join us!

Thesis vs. Topic

As you begin to formulate a thesis for your essay, think about the following distinction between topic and thesis. A topic is a general area of inquiry; derived from the Greek topos (place), “topic” designates the general subject of your essay. For instance, “J.K. Rowling’s Harry Potter and the Sorcerer’s Stone features a young central character on a quest” would be a weak thesis but a good topic for an essay. From a topic, many specific theses can be extracted and developed. A thesis is more specific and delimited; it exists “within” your topic. In your essay, you need to use an argumentative thesis.

In argumentative writing, the writer takes a stance and offers reasons in support of it. Crucial to any piece of argumentative writing is its thesis. The thesis arises from the topic, or subject, on which focuses, and may be defined as follows:

A thesis is an idea, stated as an assertion, which represents a reasoned response to a question at issue and which will serve as the central idea of a unified composition.

If we've selected as a topic the notion that these characters are on quests, we need to figure out why quests might be significant. So, we might ask, "How do quests function in each novel? What sorts of quests are these characters on? Are they 'traditional' quests, as for a grail? What do these characters seek? What do they find?" Once we're able to answer these questions, we can probably answer just why quests seem so significant.

When you compose a thesis statement, think about how it satisfies the following tests:

1. Is it an idea? Does it state, in a complete sentence, an assertion?
2. Does it make a claim that is truly contestable and therefore engaging?
3. Are the terms you are using precise and clear?

Once you have picked a topic (subject) for your essay, you need to develop your thesis statement.

Your thesis statement will have two parts.

- The first part states the topic.
 - ✓ Kenya's Culture
 - ✓ Building a Model Train Set
 - ✓ Public Transportation
- The second part of states the point of the essay.
 - ✓ Has a rich and varied history
 - ✓ Takes time and patience
 - ✓ Can solve some of our city's most persistent and pressing problems

Once you have formulated a thesis statement that fits this pattern and with which you are comfortable, you are ready to continue.

Write the Body Paragraphs

In the body of the essay, all the preparation up to this point comes to fruition. The topic you have chosen must now be explained, described, or argued.

Each main idea that you wrote down in your diagram or outline will become one of the body paragraphs. If you had three or four main ideas, you will have three or four body paragraphs.

Each body paragraph will have the same basic structure.

1. Start by writing down one of your main ideas, in sentence form. If your main idea is "reduces freeway congestion," you might say this: Public transportation reduces freeway congestion.
2. Next, write down each of your supporting points for that main idea, but leave four or five lines in between each point.

3. In the space under each point, write down some elaboration for that point. Elaboration can be further description or explanation or discussion.

Supporting Point

Commuters appreciate the cost savings of taking public transportation rather than driving.

Elaboration

Less driving time means less maintenance expense, such as oil changes. Of course, less driving time means savings on gasoline as well. In many cases, these savings amount to more than the cost of riding public transportation.

Once you have fleshed out each of your body paragraphs, one for each main point, you are ready to continue.

Write the Introduction and Conclusion

Your essay lacks only two paragraphs now: the introduction and the conclusion. These paragraphs will give the reader a point of entry to and a point of exit from your essay.

Introduction

The introduction should be designed to attract the reader's attention and give her an idea of the essay's focus.

1. Begin with an attention grabber.

The attention grabber you use is up to you, but here are some ideas:

*Startling information

This information must be true and verifiable, and it doesn't need to be totally new to your readers. It could simply be a pertinent fact that explicitly illustrates the point you wish to make.

If you use a piece of startling information, follow it with a sentence or two of elaboration.

*Anecdote

An anecdote is a story that illustrates a point.

Be sure your anecdote is short, to the point, and relevant to your topic. This can be very effective opener for your essay, but use it carefully.

*Dialogue

An appropriate dialogue does not have to identify the speakers, but the reader must understand the point you are trying to convey. Use only two or three exchanges between speakers to make your point.

Follow dialogue with a sentence or two of elaboration.

*Summary Information

A few sentences explaining your topic in general terms can lead the reader gently to your thesis. Each sentence should become gradually more specific, until you reach your thesis.

2. If the attention grabber was only a sentence or two, add one or two more sentences that will lead the reader from your opening to your thesis statement.
3. Finish the paragraph with your thesis statement.

Conclusion

The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic.

All the conclusion needs is three or four strong sentences which do not need to follow any set formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic. Even an anecdote can end your essay in a useful way.

The introduction and conclusion complete the paragraphs of your essay. Don't stop just yet! One more step remains before your essay is truly finished.

Add the Finishing Touches

You have now completed all of your paragraphs of your essay. Before you can consider this a finished product, however, you must give some thought to the formatting of your paper.

Check the order of your paragraphs.

Look at your paragraphs. Which one is the strongest? You might want to start with the strongest paragraph, end with the second strongest, and put the weakest in the middle. Whatever order you decide on, be sure it makes sense. If your paper is describing a process, you will probably need to stick to the order in which the steps must be completed.

Check the instructions for the assignment.

When you prepare a final draft, you must be sure to follow all of the instructions you have been given.

- ✓ Are your margins correct?
- ✓ Have titled it as directed?
- ✓ What other information (name, date, etc.) must you include?
- ✓ Did you double-space your lines?

Check your writing.

Nothing can substitute for revision of your work. By reviewing what you have done, you can improve weak points that otherwise would be missed. Read and reread your paper.

*Does it make logical sense?

Leave it for a few hours and then read it again. Does it still make logical sense?

*Do the sentences flow smoothly from one another?

If not, try to add some words and phrases to help connect them. Transition words, such as “therefore” or “however,” sometimes help. Also, you might refer in one sentence to a thought in the previous sentence. This is especially useful when you move from one paragraph to another.

*Have you run a spell checker or a grammar checker?

These aids cannot catch every error, but they might catch errors that you have missed.

Once you have checked your work and perfected your formatting, your essay is finished.

Congratulations!

STRUCTURE: Organization, development, sequence

1. Topic sentence

At or near the beginning of each paragraph, include a topic sentence that states your paragraph’s central argument. The topic sentence serves as a bridge between thesis and paragraph by making an interpretive claim that indicates how the paragraph will support your thesis. Remember that, like a thesis, a topic sentence must make an interpretive claim: a thesis claim guides the paper as a whole, and the topic sentence’s claim guides a paragraph.

2. Data

Remember to support your argument (expressed in the topic sentence) with quotations from the text. Include sufficient context for your analysis. For example, a single word taken out of context may not provide ample support; instead, show how your example functions in the context of the larger work.

3. Warrant

Link your interpretation to the quotation.

4. Avoid “plot summary.” Don’t summarize; instead, analyze.

5. Paragraph length.

Between 100 and 200 words is a comfortable length. Just as a sentence provides order to a group of words, a paragraph provides order to a group of sentences. Very long paragraphs tax your reader’s ability to follow them; very short paragraphs fail to develop your ideas fully.

STYLE: Sentences, spelling, punctuation, grammar, verbs.

Reduce wordiness and avoid a choppy writing style.

6. Agreement.

Verbs must agree with their subjects, and pronouns must agree with their antecedents.

7. Run-on sentences and comma splices.

Independent clauses (which can stand alone as a sentence because they include both subject and verb) must be joined with either a comma and conjunctive or a semicolon. The seven conjunctions are “and” “but,” “or,” “nor,” “for,” “so,” and “yet.” “However,” “moreover,” and “nevertheless” are not conjunctions. Trying to use a comma to join independent clauses results in a comma splice (a bad thing): Chocolate is one of the nature’s perfect foods, I eat several bars every day. Instead write: Chocolate is one of nature’s perfect foods; I eat several bars every day. Or, try: Chocolate is one of nature’s perfect foods, so I eat several bars every day.

8. Avoid sentence fragments.

Sentence fragments lack either a subject or a verb, and therefore cannot stand alone as a complete thought.

9. Quotation marks and punctuation.

When they fall adjacent to a concluding quotation mark, periods and commas land inside of the quotation marks, but semicolons and colons land on the outside.

10. Possessive nouns.

Use an apostrophe to make a noun possessive: add an apostrophe and an “s” (’s) to a singular noun and an apostrophe to a plural noun (’) to indicate possession. Do not add an apostrophe and an “s” to make a noun plural.

11. Integrate quotations.

Introduce quotations and integrate them into your writing: the introduction combined with the quotation must form a complete sentence. Verbs and some nouns can be changed and replaced with bracketed forms which match the syntax of the sentence they complete, but use such bracketed changes sparingly. Use ellipses (...) for omissions *within* a quotation only. For example, Keats describes autumn as “Conspiring with [the sun] how to load and bless / With fruit the vines [...] round the thatch-eaves (3-4).

12. Block quotations.

When quoting verse, set off quotations of four or more lines by indenting. Do not use quotation marks. Please note: if you quote extensively, make use of your quotation. Do not assume that the quotation will explain itself; interpret it in support of your argument.

13. Quotations marks.

According to standard usage in America, use double quotation marks *except* for a quotation within a quotation. So, use *single* quotation marks *only* when a quotation falls within other quotation marks.

14. Referring to books, plays, movies, poems, etc.

Use quotation marks with all short works (magazine articles, poems, short stories, songs, TV episodes, chapters). Underline or italicize the titles of long or complete works (books, plays, movies, magazine titles, book-length poems).

15. Write about literature using the present tense. Fictional action occurs in a “literary present.” While using the literary present, you may use a past tense to refer to something which happened earlier in the text.

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The Get Acquainted People Scavenger Hunt

In this class, you will be required to work not only on your own, but also in pairs or in small groups on various projects. Therefore, it is important for you to know something about your classmates; besides, it's a good way to break the ice! Be sure to get the phone numbers of at least two people you've met who can be your "buddies," telling you what you missed in class if you were absent, for example. Please PRINT the FULL name of a person who matched each category below, and try to meet as many people as you can today. Have fun!

1. A person who uses your brand of toothpaste (what brand)?
2. A person who plans to be a teacher.
3. A person who emails daily.
4. A person who cannot drive a stick-shift car.
5. A person who has a favorite book or story from childhood. What is it?
6. A person who has traveled outside this country (where)?
7. A person who likes classical music.
8. A person who plays a musical instrument (which one)?
9. A person who reads the newspaper every day.
10. A person who has a tattoo (what is it and – maybe where is it?)
11. A person who has a phobia or irrational fear (of what?)
12. A person who owns an unusual pet (what is it?)
13. A person who has won an award of some kind (what? received when?)

14. A person who collects something (and that something is...?)
15. A person who plays a sport (which one?)
16. A person who writes lyrics or poetry.
17. A person who is a parent (how many children?)
18. A person who collects Disney movies.
19. A person who is involved in a steady relationship.
20. A person who likes his job.
21. A person who has an animated movie. Which one?
22. A person who has been in a Stiles or Whitson classroom before.
23. A person who loves to read (and what book is a favorite?)
24. A person who loves bookstores. (Which ones?)
25. A person who has seen one of The Lord of the Rings films. Opinion?